

In the Specification:

Please amend the paragraph beginning at line 11, on page 5 as follows:

After the student presses the button “GO”, a line from left to right is gradually shown on the display. After the drawing of the straight line is completed, further information “Step 2 Choose a point as the original point, representing zero” is shown in the display as depicted in FIG. 2. The student is invited to press the button “GO”. Then, information “Choose any point of the line casually to the right of the original point, draw an arrow to indicate a positive direction” is provided on the display, as depicted in FIG. 3. The student is invited to press the button “GO”. As shown in FIG. 24, an appearance of a picture is displayed. ~~After the button “GO” is pressed, an original point and a coordinate thereof are shown in the line and, and step 3 is achieved. After the button “GO” is pressed, a “>” is shown at the right end of the line. Then information “Determine a proper length to the right of the original point by drawing “|” on the display, as depicted in FIG. 4. The student is invited to press the button “GO”. After the button “GO” is pressed, a “|” and the unit vector thereof are shown in the line to the right of the original point. Then, information “The length is called “unit length”. We have drawn a simplest number line Again” is provided on the display, as depicted in FIG. 5. A number line is completed. After it is completed, the student decides to repeat or not by himself or herself.~~

Please amend the paragraph beginning at line 5 on page 8 as follows:

Referring FIG. 7, in step 100, a plurality of simple questions are provided in the step of providing at least one simple question. The method may further comprise a step of evaluating the score of the learner (step 140) before returning to the step of providing simple questions ~~(step 140)~~.

Please amend the paragraph beginning at line 10 on page 8 as follows:

Referring to FIG. 8, the method may further comprising a step of checking whether the grade to which the first plurality of simple questions belong reaches the highest grade if the score is better than a pre-determined upper criterion (steps ~~210~~200 to 500 (FIG. 11)).

Please amend the paragraph beginning at line 15 on page 8 as follows:

Referring ~~FIG.~~FIG. 11, in step 520, the second plurality of simple questions are provided from a higher grade than the first plurality of simple questions are if the grade to which the first plurality of simple questions belong is not the highest grade.

Please amend the paragraph beginning at line 20 on page 5 as follows:

Turning to FIG. 8, in steps ~~210~~200 to 100, the second plurality of simple questions are provided from the same grade as the first plurality of simple questions are if the score is between pre-determined upper and lower criteria.

Please amend the paragraph beginning at line 9 on page 9 as follows:

Turning to FIG. 10, the method may further comprising a step of receiving a response from the learner if the score is worse than a pre-determined lower criterion (steps 440 to 442). In step 448, if the response is “difficult”, whether the grade to which the first plurality of simple questions belong reaches the lowest grade is checked. In steps 448 to ~~600~~500, the second plurality of simple questions are provided from a lower grade than the first plurality of simple questions are if not reaching the lowest grade if the response is “difficult.”

Please amend the paragraph beginning at line 25 on page 9 as follows:

Referring FIG. 13, a computer-implemented method is described for helping a learner practice wherein a plurality of simple questions are sorted into a plurality of grades in a

plurality of categories and a plurality of complex questions each include a plurality of components each falling in a target grade in a category. In step 700, a complex question is provided to a learner. In step 710, the method may further comprises a step of retrieving from a database the correct answer for the complex question. In step 720 a learner-given answer is received from the learner for the complex question. In step 730, whether the learner-given answer for the complex question is correct is checked. The method may further comprise a step of determining if all concept categories involved by the complex question selected (step 740). In step 750, if the learner-given answer is incorrect, one of the components of the complex question is selected. In step 760, a simple question is provided from the target grade in the category to which the selected component belongs. The method may further comprise a step of retrieving from a database the correct answer for the simple question (step 770). In step 780, a learner-given answer is received from the learner for the simple question. In step 790, whether the learner-given answer for the simple question is correct is checked. In step ~~810~~830, if the learner-given answer for the simple question is correct, whether the grade to which the simple question belongs reaches the target grade is checked. In steps ~~830~~ to 740, it is turned to the component-selecting step if the grade to which the simple question belongs reaches the target grade. In step 840, a higher grade is selected and returning to the step of providing a simple question if the grade to which the simple question belongs does not reach the target grade. In step 800, if the learner-given answer for the simple question is incorrect, checking whether the grade to which the simple question belongs reaches the lowest grade. In step 820, the concept of the simple question is explained if the grade to which the simple question belongs reaches the lowest grade. In step 810, a lower grade is selected, and it is returned to the step of providing a simple question if the grade to which the simple question belongs does not reach the lowest grade.

Please amend the paragraph beginning at line 22 on page 13 as follows:

5. Every time the student has answered a provided question, a question, having a grade just higher than that of the originally provided question for one, is then provided by the system to the student (step 912), if he ~~responses~~responds that the question is too simple (steps 902 and 909). The case indicates that the student is enable to answer the questions having a grade the same as that of the originally provided question. If the subsequently-provided question has the highest grade of the concept category, as shown in steps ~~490~~910 and 911, the student would be promoted to the next concept education. Such promotion can be suggested and required by the system.